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ABSTRACT

Noting recent state legislation (HB 1706) in Oklahoma that is focused on the improvement of teacher preparation programs at the university level, this paper details the implementation of such improvements at East Central University in Ada, Oklahoma. The first section of the paper considers requirements for improved classroom preparation in both the content area and education, including minimum courses and hours, restricted entrance into the professional education sequence, and field experience courses. The next section addresses the establishment of an exit competency examination in the subject matter a new teacher has been trained to teach. The paper then explains the operation of the entry-year assistance committee--an innovative program designed to provide practical help and advice for first-year teachers in the classroom--and also addresses the professional growth component of the Oklahoma law, which provides inservice training for teachers and higher education courses for those involved in teacher training. The paper concludes with a brief restatement of the four components in the revised teacher education program. (Speech/Drama certification requirements, a conversion endorsement sheet, professional education requirements, a speech and drama objectives sheet, a sample faculty development plan agenda, and references are appended.) (NKA)

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OKLAHOMA SPEECH/DRAMA TEACHER PREPARATION

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by

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ABSTRACT

OKLAHOMA SPEECH/DRAMA TEACHER PREPARATION

This paper presents four unique aspects of the Oklahoma teacher preparation program. First, it outlines the requirements for classroom preparation in both the content area and in education. Next it examines the Oklahoma competency exam. Then it explains the operation of the Entry-Year Assistance Program. Finally, it explains the professional growth compontent of the Oklahoma teacher preparation law.

OKLAHOMA SPEECH/DRAMA TEACHER PREPARATION

In 1980 the Oklahoma legislature passed legislation designing the current teacher preparation programs. Known around Oklahoma as HB 1706, the 1980 bill provided for (1) improved classroom preparation, (2) exit competency testing, (3) the creation of the Entry-Year Assistance Committee, and (4) continued professional growth for both secondary and college personnel. These four integral parts of the Oklahoma preparation process provide for a unique teacher preparation program in Oklahoma.

IMPROVED CLASSROOM PREPARATION

As a part of the program to improve teacher preparation, each discipline established standards for that teaching field indicating the minimum number of courses and hours for teacher preparation. In Speech, the endorsement is for Speech/Drama. There is one endorsement to cover both areas of preparation, recognizing that most of our secondary teachers handle both speech and drama duties. According to the standards, all Speech/Drama candidates must have forty semester hours of credit in speech and drama. Of the forty semester hours, thirty semester hours shall include at least one course in each of the following ten specialty areas:

1. Introduction to Speech Communication Processes
2. Introduction to Theatre/Theatre History
3. Oral Interpretation
4. Stagecraft
5. Group Discussion
6. Debate
7. Acting
8. Broadcasting
9. Theatre Production
10. Speech Preparation and Delivery

Based on the ten areas, each university was allowed to prepare its own program and the individual courses the students could use to fulfill the state requirements. Appendix A shows the program developed at East Central University to provide the necessary minimum requirements and allow students some freedom in selecting specific courses to fulfill the requirements.

Another change that has significantly affected our area of preparation is the elimination of the practice of allowing teachers with sub-standard training to teach a subject as a minor assignment for longer than half a day. Currently, our students major in Speech/Drama and minor in Education, a 30-hour professional education sequence. If teachers desire (or are required) to teach in areas other than their majors, they must complete "Conversion Endorsements" (24 hours) in those other areas. For example, the Conversion endorsement for Speech/Drama at East Central University is attached as Appendix B. As you can see, the 24-hour minimum does not require courses in all ten areas listed for the major. We selected the two most fundamental courses, then provide students options for all of the other areas, ensuring that they take courses in at least six areas beyond the fundamental classes in speech and drama. This determination was based on our observations of secondary programs and discussions we had with selected area secondary teachers.

In the Speech Department we still stress the need for students to earn endorsements in at least two areas. However, we find that it is very common for students to stay on campus an additional semester or year in order to fulfill these endorsement requirements. Students who wish to leave at the end of four years generally go to summer school at least two years. Those students who decide to major in Speech/Drama late, or change majors, may find that they will need both summer work and an additional year to complete requirements.

PROFESSIONAL EDUCATION SEQUENCE. Entrance into the professional education sequence is strictly controlled. The only classes students can take without before admittance into the Education Program are: Introduction to Teaching, Audio-Visual Skills, and the psychology classes. Entrance is also contingent upon students completing Freshman Composition I and II and Fundamentals of Speech with a grade of "C" or better in each. As a part of Introduction to Teaching, students are administered a vocabulary and reading comprehension exam, must display satisfactory writing skills and be recommended by three faculty members regarding character and general fitness to become a teacher. An interview committee assesses the candidate's oral communication skills, expressed interest in teaching, personal appearance, emotional stability, and personal traits for working with youth, parents and other constituencies. In addition, a cumulative GPA of 2.5 must be maintained in order to enter or continue in the professional education sequence. The professional education sequence is outlined in Appendix C.

Beginning in April 1987, a general competency test is being administered to all teacher education candidates to measure acceptable basic skills levels. The test has been created by ETS (Educational Testing Service) in accordance with 1985 state legislation. The two-hour exam covers skills in reading, writing, and mathematics. The basic concept of this exam is to ensure that education majors have achieved minimal levels in their basic skills and can therefore spend more time concentrating on learning advanced teaching skills.

One report from the State Department of Education indicates that low scores on the test would not necessarily prevent students from being accepted into teacher education programs. The basic reason is that other factors will be considered by the education departments to give more complete profiles of the individuals. The "total picture" that departments should be looking for is the potential success of each student to become a competent teacher.

Another feature of the preparation program that was enhanced by HB 1706 was that each teacher education candidate "provide evidence of having worked with children or youth in a variety of situations." This put greater emphasis on the field experiences of teacher candidates. In the ECU program, students complete three field experience courses.

In **Field Experience I**, students are required to register thirty clock-hours with public school students and teachers by giving instructional support in the classroom. The typical activities Speech students engage in include observing the experienced teacher, providing individual help for students who may be having difficulty with an assignment, and working with small groups of pupils on a project. Some students also help the classroom teacher with some of the paperwork in the classroom.

In **Field Experience II**, students must again enter a minimum of thirty clock-hours in a public school system. The main differences between this class and Field Experience I are that the students must present a Micro-teaching lesson that is videotaped and critiqued with other class members, and later present a five-day unit of instruction to a secondary class. The cooperation with area public school teachers has been very good, as most of them are very willing to have a student present a special unit for a class. This is one means for the experienced teachers to find out what is new and different at the university without the time required to attend classes and tuition costs. However, we must be very selective in choosing the teachers who are allowed to have these students in their classes.

The third field experience is the **Student Teaching Experience**, which consists of a ten semester hour, twelve-week experience of directed observations and participation in the teaching/learning process under the guidance of one or more experienced (five or more years of full-time teaching practice) teachers in the public school system. Student teaching is intended to simulate the actual teaching event that the students will face after graduation.

EXIT COMPETENCY TESTING

A second feature of HB 1706 was the establishment of an exit competency exam of the subject matter a teacher has prepared to teach. The competency tests are administered by the Oklahoma State Department of Education, through the Regional Education Service Centers. All exams are prepared, distributed and scored by NES (National Evaluation Systems).

Since much of the preparation of the exams occurred before I arrived in Oklahoma, I can report only what I have heard--not what I was a part of. First, a set of learning objectives that teacher candidates ought to be educated to meet were written (See the Speech/Drama Objectives in Appendix D) on the basis of Oklahoma teacher education and certification standards and teacher education curriculum materials. Committees of Oklahoma educators reviewed the objectives for relevance to each certification area. Then 4,000 practicing Oklahoma educators participated in a job analysis survey to judge the importance of the objectives in each area, in relation to classroom practices in Oklahoma schools.

Test questions were written based on the objectives, using textbooks, curriculum guides, and teacher education and certification standards. Some members of the state speech association (OSTCA) helped formulate the questions. As a later part of the process, experienced educators were invited to field test the exams on behalf of OSTCA before the questions were included in the certification test. Following that, the tests were approved for use with students in approved teacher education programs.

The first testing began in January 1982. Students and teacher-preparation faculty are provided only the objectives for the tests. The only feedback we receive is test scores and input about the tests from students who have taken the tests. There are 120 multiple-choice questions on the speech/drama exam. Some

students have given me the general nature of the questions, but there is no real need for me to know more. I have been very fortunate to have had good students who have consistently scored above the state average. So far, one Speech/Drama major from East Central University has failed the Speech/Drama exam. The latest figures I have indicate that 53% of the people taking the Speech/Drama test across the state have been passing. At East Central University, our pass-rate is 90%. All other students have scored above the state average on the exam. The state report at the end of 1986 indicates that 73% of all examinees are passing the competency exams.

ENTRY-YEAR ASSISTANCE COMMITTEE

Along with the other changes that brought about curriculum revision in the Oklahoma teacher education program, HB 1706 also formed the Entry-Year Assistance Program. It was designed to help first-year teachers in the classroom. Upon graduation from an approved education program, each teacher candidate can be "licensed" to teach. Each school district which hires a licensed teacher must set up a committee that serves to advise the new teacher throughout the first year of teaching.

Members of the committee must be: (1) a school administrator (usually the building principal or assistant principal fills this role), (2) a consultant teacher (a "Master" teacher with at least five years of experience) in the local school district, and (3) a university faculty member. One member of the committee must be a specialist in the new teacher's area of concentration. Most committee members I know view the committee's role as one of assistance rather than one of evaluation; however, the committee meets with the entry-year teacher three times during the year to provide feedback on the teacher's progress. Each

committee member also makes three independent observations of the teacher in the classroom.

During the first committee meeting, the guidelines for the year are established so the entry-year teacher knows how the committee plans to function and what each member expects. Most committee participants plan their visits and announce them to the teacher at this time. I like to spend as much of a day with the teacher as I can so I don't get a "show" put on for me.

Following each visit, I discuss the day's lessons and what the teacher can do to improve. I try to get the teacher to become self-critical by asking what s/he liked and disliked about the day's lessons first. Then we discuss other possibilities for that lesson as well as future assignments that should follow the lesson taught this day. Before leaving, I provide the teacher with written comments in the four areas of the assessment form. The four areas that we critique and the criteria for each are:

1. Human Relations

   A. Reacts with sensitivity to the needs and feelings of others.
   B. Helps students build self-awareness and a positive self-concept.
   C. Provides positive reinforcement to students.
   D. Interacts and communicates effectively with parents and staff.
   E. Treats students firmly and fairly while maintaining respect for their worth as individuals.
   F. Develops and maintains rapport with students.
   G. Helps students to understand and accept their similarities and differences.
   H. Shows awareness of the growth and development pattern characteristic of the group taught.
   I. Exhibits a sense of humor.
   J. Attempts to include all class members in classroom activities.
   K. Accepts and/or uses ideas of students.

2. Teaching and Assessment

   A. Organizes time, resources, and materials for effective instruction.

B. Makes a clear and adequate explanation of material presented and procedures followed, and teacher expectations for student involvement.
C. Implements a variety of instructional strategies to motivate students.
D. Encourages class participation through interaction with students and feedback.
E. Recognizes and uses opportunities for impromptu teaching.
F. Utilizes valid testing techniques based on the identified objectives.
G. Exhibits enthusiasm for the subject matter.
H. Demonstrates initiative and responsibility in changing situations.

3. Classroom Management

A. Maintains classroom discipline.
B. Handles disruptive students effectively.
C. Treats students fairly.
D. Provides an environment conducive to learning.
E. Teacher and students have accessibility to materials and supplies.
F. Physical arrangement of room is attractive and safe as circumstances permit.
G. Teacher makes an effort to include all students through participation, eye contact, and feedback.
H. Students and teacher are courteous and respectful to one another.
I. Gives clear, explicit directions to students.
J. Teacher is careful for the safety of the students.

4. Professionalism

A. Maintains a friendly, cooperative, and helpful relationship with other employees.
B. Exhibits leadership by sharing knowledge and techniques with other faculty.
C. Works effectively as a member of an educational team.
D. Demonstrates evidence of professional demeanor, scholarship, behavior.
E. Effectively expresses self in written and verbal communication using correct grammar and appropriate vocabulary.
F. Demonstrates appropriate behavior and composure in a variety situations.
G. Uses current educational theories and practices.

At the second committee meeting (sometime before the end of December), the committee members provide group feedback to the teacher much as we would to an employee in an appraisal interview. We discuss the teacher's strengths and weaknesses in each of the above areas, make recommendations for improvement, and provide a written record of this assessment. Hopefully each individual has done this in private with the teacher so that s/he has had an opportunity to show progress and is not surprised at the recommendations of the committee members.

At the third committee meeting (by the end of April) the process of the second meeting is repeated. In addition, the committee must vote to certify the teacher or for the teacher to continue in the entry year program for one more year. If the committee votes to "not certify" the teacher, the entire entry year process must be repeated a second year. If the teacher does not improve substantially during the second year and is not certified, then the teacher must be terminated and can no longer teach in Oklahoma.

So far, the entry-year committees I have served on have been predominantly my advisees because there are few speech teachers in most school systems. I see this as an advantage for both the intern teacher and me as we know each other well and they trust my judgment on most matters. This helps them improve their teaching very quickly. There is less "floundering" in trying to find that teacher identity and in finding techniques that work.

One advantage to the Entry-Year Assistance Committee that both administrators and university faculty have mentioned is that new teachers seem to progress much more rapidly than they did without the committee. In fact, most entry-year teachers I have worked with seem to progress during the entry year to the level of a third-year teacher compared to new teachers prior to the entry-year program. This may be due to biases of people who want the program to succeed, but I have heard it from several people, including some skeptical administrators.

who thought the program was designed to give university faculty and State Department of Education employees something to do. There are still those resisting administrators who do not like the change and do little or nothing to help the committee or the entry-year teacher, but those who are working within the system seem to like the improvement in the quality of teachers and the quality of education in their school systems.

PROFESSIONAL GROWTH

The fourth component of the Oklahoma law provides for professional growth on the part of current and future elementary and secondary teachers and university personnel who deal directly with the education program.

HB 1706 specified that local boards of education establish staff development procedures to ensure that all certified and licensed teachers and administrators continued their education beyond the initial licensing and certification. The state bill states that staff development programs include, but not be limited to:

1. In-service training programs,
2. Higher education courses,

This requirement has come to be defined as a minimum of 15 clock hours or one credit hour each year, as approved by the local school staff development committee. Each school district allows distinct meetings, conventions and "courses" to count for "Staff Development" hours.

The second half of the professional growth component is for university faculty. All faculty members who supervise student teachers or are directly involved in the teacher education process, must complete the local university

requirements for staff development, as approved by the State Board of Regents for Higher Education. The intent of the legislature was to provide alternative means for university faculty to continue education related to the state elementary and secondary schools. HB 1706 suggested that staff development programs include, but not be limited to:

1. In-service training programs,
2. Higher education courses,
3. Exchange programs with public school classroom teachers, administrators, and other school personnel,
4. Programs whereby university faculty would be required once every five years to serve in a state accredited public school the equivalent of at least one-half day per week for one semester.

This requirement makes those of us who are involved with the teacher education process stay closer to the problems of the public school teachers. It also helps us practice what we teach our students about teaching in the public schools of Oklahoma. Appendix E shows the program for staff development as it is applied at ECU. We require that each staff member who is involved in the teacher education process complete a form every fall that indicates what s/he intends to accomplish during the year. In the spring, these forms are updated to indicate what actually took place. Faculty member not complying with the standards will not be allowed to work with the teacher education program.

CONCLUSION

The new Oklahoma teacher preparation program is a composite of several components designed to improve the quality of elementary and secondary education. The first component is improved classroom preparation. Undergraduate Speech/Drama majors must complete forty semester hours of classroom work in

ten specific areas. In addition, they must comply with increased entrance standards in order to be admitted to the teacher education program. A second major component of the new program is the exit competency exam, which is composed of 120 multiple choice questions covering the ten areas of study in the major program.

The third major component of the new program is the Entry-Year Assistance Committee. Under these guidelines, new teachers must serve a year with an assistance committee as a licensed teacher before being recommended to be certified. The last major component of the program is continued professional growth for both public school teachers and for university personnel who work with the teacher education program.

While these may seem like small changes in the teacher education program, the majority of professionals who work with the teacher preparation programs feel that they have made significant improvements in the quality of public school teachers in Oklahoma.

REFERENCES

East Central University Catalog, 1987-1989.

House Bill 1706, Oklahoma House of Representatives, 1980

Paschall, Jack. Director of Student Teaching, East Central University.

State Department Report, Teacher Certification Test Scores, 1986.

APPENDIX A

SPEECH/DRAMA TEACHER CERTIFICATION REQUIREMENTS

SPEECH COMMUNICATION
ONE OF THE FOLLOWING
SPCH 1153 SPEECH IMPROVEMENT
SPCH 2123 SPECH BEHAVIOR
SPCH 2153 INTERPERSONAL COMM

SPEECH PREPARATION & DELIVERY
TWO OF THE FOLLOWING
SPCH 1113 FUNDS OF SPEECH
SPCH 2213 ADV PUBLIC SPEAKING
SPCH 2113 PERSUASION

DISCUSSION
SPCH 3613 GROUP DISCUSSION

DEBATE
SPCH 2233 ARGUMNTATN DEBATE
SPCH 2241 INTERCOL FORENSICS

THEATRE HISTORY
ONE OF THE FOLLOWING
SPCH 3403 THEATRE HISTORY I
SPCH 3423 THEATRE HISTORY II

ACTING
SPCH 1413 ELEMENTARY ACTING

ORAL INTERPRETATION
SPCH 3513 ORAL INTERPRETATION

STAGECRAFT
THREE HOURS FROM THE FOLLOWING
SPCH 2431 MAKE-UP
SPCH 3432 STAGECRAFT
SPCH 3452 LIGHTING
SPCH 4432 SCENE DESIGN
SPCH 4452 COSTUMING FOR STAGE

THEATRE PRODUCTION
SPCH 2441 THEATRE PRODUCTION
SPCH 3412 PLAY DIRECTING

BROADCASTING
ONE OF THE FOLLOWING
SPCH 2713 RADIO/AUDIO PROD
SPCH 1733 INTRO MASS MEDIA

METHODS
SPCH 4954 TCHG SPCH SEC SCHL

MINIMUM TOTAL 40 HOURS
MINOR NOT REQUIRED
(AT LEAST 12 HOURS MUST BE IN 3000-4000 LEVEL COURSES)

NOTE: TO COMPLETE THE 40 HOUR REQUIREMENT, A STUDENT MAY TAKE COURSES NOT TAKEN ABOVE OR ANY OF THE FOLLOWING.

SPCH 1433 INTERMEDIATE ACTING
SPCH 2413 ADVANCED ACTING
SPCH 3123 INTERV PRIN & PRAC
SPCH 3133 ORGANIZATIONAL COMM
SPCH 4183 COMMUNICATN THEORY
SPCH 4412 ADV PLAY DIRECTING
SPCH 3533 READERS THEATRE
SPCH 4512 ADV ORAL INTERPRETATN
SPCH 3253 BUS & PROF SPCH

APPENDIX B

Conversion Endorsement
Speech/Drama

Student's Name _____ S. S. Number _ _ _-_ _-_ _ _ _

A conversion endorsement is an indication on a standard certificate/license (secondary, elementary-secondary) that the holder is eligible to teach a subject (which is not the same field as the certificate to which the endorsement is attached) at the secondary level and in the seventh and eighth grades in a middle school or junior high school.

1. Conversion endorsements require a minimum of twenty-four (24) semester hours of credit in the area of specialization specific to the teaching field and must be from courses in the standard certificate program.

2. At least six (6) semester hours of credit in the specialization must be upper division credit and a minimum of eight (8) semester hours of credit must be completed at East Central University.

Required Area	Course No.	Course Title
Twenty-four (24) semester hours from courses in the standard certificate program in Speech to include:	__ Spch 1113	Fundamentals of Speech
	__ Spch 1413	Elementary Acting

Six hours from the following. Must include two areas:

1. Theatre History
   - __ Spch 3403 Theatre History I, or
   - __ Spch 3423 Theatre History II
2. Theatre Production
   - __ Spch 2441 Theatre Production
   - __ Spch 3412 Play Directing
3. Stagecraft
   - __ Spch 2431 Make-up
   - __ Spch 3432 Stagecraft
   - __ Spch 3452 Lighting
   - __ Spch 4432 Scene Design
   - __ Spch 4452 Costuming for the Stage

Six hours from the following. Must include two areas:

1. Discussion
   - __ Spch 3613 Group Discussion
2. Speech Preparation & Delivery
   - __ Spch 2213 Advanced Public Speaking
   - __ Spch 3213 Persuasion
3. Speech Communication
   - __ Spch 1153 Speech Improvement
   - __ Spch 2123 Speech Behavior
   - __ Spch 2153 Interpersonal Communication

Six hours from the following. Must include two areas:

1. Debate
   - __ Spch 2233 Argumentation & Debate
   - __ Spch 2241 Intercollegiate Forensics
2. Oral Interpretation
   - __ Spch 3513 Oral Interpretation

Elective Speech courses from the following to complete the Twenty-four (24) semester hours:

- __ Spch 1433 Intermediate Acting
- __ Spch 2413 Advanced Acting
- __ Spch 2713 Radio/Audio Production
- __ Spch 3123 Interviewing Principles & Practices
- __ Spch 3133 Orgnaizational Communication
- __ Spch 4183 Communication Theory
- __ Spch 4412 Advanced Play Directing

Student's Name

APPENDIX C

PROFESSIONAL EDUCATION REQUIREMENTS

EDUC 2112	INTRO TO TCHG
EDUC 2211	FIELD EXPER I
EDUC 2402	SURVEY EXCEPT CHILD
EDUC 2531	AUDIO-VISUAL SKL OR
EDBLS 3362	AUDIO-VISUAL EDUC
EDUC 3001	FIELD EXPER II
EDUC 3212	CLINICAL TCHG I
EDUC 3593	CLINICAL TCHG II
EDUC 3975	STUDENT TCHG
EDUC 3975	STUDENT TCHG
EDUC 4263	CLIN TCHG III (BLOCK)
PSYCH 3453	DEVEL PSYCH II
PSYCH 3512	EDUC PSYCHOLOGY

APPENDIX D

FIELD 17: SPEECH AND DRAMA OBJECTIVES

Subareas

Instruction and Planning
Speech and Communication Processes
Forms of Communication
Theatre

INSTRUCTION AND PLANNING

Identify goals and objectives of curricula for speech and drama education.

Analyze the factors involved in planning and implementing speech and drama curricula.

Identify principles and procedures for the evaluation of speech and drama programs.

Evaluate various teaching strategies used in speech and drama curricula (group discussion, dramatics, audiovisual, improvisation).

Identify methods and instruments for reporting, interpreting, and critiquing student assessment results.

Identify career possibilities in the field of speech communication and theatre (e.g., electronic media, theatre, speech and drama education).

Identify career possibilities in the fields of business, industry, and government related to speech or drama (e.g., public relations, communication consultation, arts management).

SPEECH AND COMMUNICATION PROCESSES

Demonstrate an understanding of the ways in which various factors (e.g., dialects, vowel and consonant sounds, accents) affect pronunciation and articulation.

Demonstrate an understanding of the physiology of speech production and/or the ways in which various vocal characteristics (e.g., resonance, volume and projection, pitch and inflection, rate) affect the quality of speech production.

Differentiate between verbal and nonverbal processes.

Analyze the use of nonverbal processes (e.g., proxemics, kinesthetics, tactilemics) in the communication process.

Distinguish between the inductive and deductive reasoning processes and their applications for problem solving.

Demonstrate an understanding of the steps used in critical thinking (e.g., identification of problem, hypothesis formulation, selection of solution) and applications of the analytic process.

Recognize the fallacy in a given line of reasoning or argument.

Identify the various elements of a communication model (e.g., sender, message, encoding, decoding, channel, noise, receiver).

Demonstrate an understanding of how to analyze an audience (in terms of composition, interests, etc.) and how to modify the communication process to fit a specific audience.

Analyze the impact of feedback on the communication process.

Analyze the ways in which selective perception, attention, and reception affect the listening process.

Identify ways in which listening skills can be developed and improved.

Identify the uses and influences of radio and television.

Demonstrate an understanding of the general format and production considerations of various broadcasting forms (e.g., drama, news).

FORMS OF COMMUNICATION

Identify characteristics and applications of informative, entertaining, and persuasive speeches.

Identify ways in which a speech may be adapted or modified to suit a given audience or occasion.

Identify the essentials of effective speech preparation, including the location and use of supporting materials.

Identify the essentials of effective speech composition, including outl...ing, organization, and arrangement.

Identify the essentials of effective delivery of various types of speeches (e.g., manuscript, extemporaneous, impromptu, memorized).

Analyze various aspects of speaker responsibility in the debate process (e.g., first affirmative, second negative, rebuttal).

Analyze the process of legislative and educational debate in terms of nature and format.

Differentiate between the principles and procedures of effective refutation in debate (cross-examination and rebuttal).

Identify methods of research and types of evidence used in debate and argumentation.

Identify the fundamentals of case analysis and construction in the debate process.

Identify the purposes of various types of group discussions (e.g., fact, value, policy) and the characteristics of each.

Identify the various formats of group discussions.

Demonstrate an understanding of leadership skills in group discussions.

Identify types of literature appropriate for oral interpretation.

Identify criteria used to select literature for oral interpretation.

Analyze the skills involved in preparing an oral interpretation of literature.

Analyze the skills involved in presenting an oral interpretation of literature.

Identify processes of initiating interpersonal communication.

Identify characteristics and principles of various types of interview situations.

Identify principles and techniques for developing an interview plan or procedure.

THEATRE

Identify major American plays and playwrights.

Demonstrate an understanding of the characteristics and significance of comedy.

Demonstrate an understanding of serious nineteenth- and twentieth-century realism.

Demonstrate an understanding of the characteristics and significance of tragedy.

Demonstrate an understanding of the development and characteristics of musical comedy.

Demonstrate an understanding of the principles and techniques of stage movement and the blocking of a theatrical work.

Identify techniques of pantomime and improvisation, and ways in which they may be used in theatrical rehearsal and production.

Identify the principles and techniques of physical and vocal preparation for a theatrical production.

Demonstrate an understanding of the procedures an actor follows in analyzing a character.

Analyze how an actor determines the motivation of a character in a theatrical work.

Identify acting styles appropriate to a particular type of drama (e.g., children's theatre, period, nonreal).

Demonstrate an understanding of considerations involved in running an audition and casting a theatrical production.

Analyze the principles and procedures of rehearsals.

Analyze the factors involved in directing and producing a theatrical production.

Demonstrate an understanding of the fundamentals of theatrical costumes and makeup.

Define basic stage terminology.

Identify the fundamentals and techniques of stage management.

Analyze principles and techniques of light and sound engineering and design for theatrical productions.

Demonstrate an understanding of the fundamentals of set construction for theatrical productions.

Analyze principles and techniques of scene design for theatrical productions.

Demonstrate an understanding of how to select, construct, and manage stage props.

Demonstrate an understanding of the significance and interrelated functions of theatre personnel (e.g., playwright, performer, director, technician, stage manager, costume designer).

APPENDIX E

FACULTY DEVELOPMENT PLAN FOR 1987-88

NAME: _____ DEPARTMENT: _____

CATEGORY	PROPOSED TYPE OF ACTIVITY	APPROXIMATE TIME INVOLVED	TENTATIVE COMMITTEE ACTION (ALLOW, DISALLOW, REQUEST MORE INFORMATION.)
A. Formal Coursework, seminars, workshops and public service courses.			
B. Attendance and participation at conferences and other professional meetings.			
C. Writing, research and professional presentations.			
D. Non-paid consultations, service on accreditations teams and service or observational visitations in public schools. (Note: 54 Clock hours each five years must come from service in public schools.)			
E. Independent study, professional reading and other activities which contribute to the individual's professional growth.			